

Charity Registration No. 1076498

Company Registration No. 3779893 (England and Wales)



HURSTPIERPOINT COLLEGE LIMITED

DIRECTORS' REPORT

FOR THE YEAR ENDED 31 AUGUST 2020

HURSTPIERPOINT COLLEGE LIMITED

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HURSTPIERPOINT COLLEGE LIMITED

COMPANY INFORMATION YEAR ENDED 31 AUGUST 2020

DIRECTORS AND ADVISORS

Directors	A Jarvis ¹ Professor J P Bacon ² Dr S Brydie ⁴ Dr J A Chocqueel-Mangan ¹ Mrs L J Corbett ² P M Dillon-Robinson ³ R J Ebdon ^{1, 3, 5} Dr I S Francis ³ Mrs F M Hampton ^{1, 5} Rev ^d W Kemp Mrs K M Mack ^{1, 4, 5} K S Powell ¹ Ms L A Rogers G A Rushton ^{3, 4}	(Chairman) (Appointed 3 March 2020) (Appointed 3 March 2020 Resigned 26 June 2020)	Committee Membership: ¹ Finance Committee ² Education Committee ³ Estate & Operations Committee ⁴ Safeguarding & Pastoral Committee ⁵ Governance & Nominations Committee
Secretary	S A Holliday		
Charity No.	1076498		
Company No.	3779893		
Principal Address and Registered Office	Hurstpierpoint College College Lane, Hurstpierpoint Hassocks BN6 9JS		
Website	www.hppc.co.uk		
Key Management Personnel			
Head	T J Manly		
Bursar	S A Holliday		
Head of Prep School	I D Pattison		
Head of Senior School	D W Mott		
Auditors	RSM UK Audit LLP Portland, 25 High Street Crawley RH10 1BG		
Bankers	Barclays Bank Plc 1 Churchill Place London E14 5HP		
Investment Advisers	Brewin Dolphin Ltd 12 Smithfield Street London EC1A 9BD	CCLA 80 Cheapside London EC2V 6DZ	
Insurers and Brokers	Marsh Limited Capital House, 1-5 Perrymount Road Haywards Heath RH16 3SY		
Legal Advisors	Veale Wasbrough Vizards LLP Orchard Court, Orchard Lane Bristol BS1 5WS	Moore Barlow LLP The Oriel, Sydenham Road Guildford GU1 3SR	
Solicitors	Rix & Kay Solicitors LLP 7 The Drive Hove BN3 3JS		

HURSTPIERPOINT COLLEGE LIMITED

DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

The directors present their report and financial statements for the year ended 31 August 2020 and confirm they comply with the requirements of the Charities Act 2011, including the Directors' and Strategic Reports under the Companies Act 2006, and Reporting by Charities Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Report Standard applicable in the UK and Republic of Ireland (FRS 102).

REFERENCE AND ADMINISTRATIVE INFORMATION

The charity Hurstpierpoint College Limited (the 'College', 'Charity' or 'Company') was formed in 1849 and is registered with the Charity Commission as charity number 1076498. It was incorporated in the United Kingdom as a limited liability Company and wholly owned subsidiary of The Woodard Corporation (charity number 1096270) in 1999.

Woodard schools strive for the best all round education of every aspect of each individual; they ensure high standards of religious education; and they see themselves as communities working together for the benefit of all members, and of the Church and the nation. They are strong Christian foundations which adhere to catholic belief as found in the Church, to Christian Worship focused in the Eucharist, and to the care of each individual and the whole school community particularised in the ministry of the Chaplain.

All Directors of the Company are Fellows (members) of The Woodard Corporation, and participate in the election of its board of management and are committed to its charitable objects.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Document

The Company is governed by its Articles of Association, adopted by Special Resolution on 20 March 2013 and replacing those dated 6 July 2005 as amended by Special Resolution on 25 January 2006. The Articles permit funds to be managed in such a manner as the directors see fit, provided that such powers are only exercised for the purposes of attaining the objects and in a manner which is legally charitable. They forbid the distribution of any property and funds, which are to be applied solely towards the promotion of the objects of the Company.

Governing Body

The Directors of the Company, who are also the trustees of the Charity, together comprise the governing body of Hurstpierpoint College. Directors determine the general policy of the Company and are responsible for strategic planning and policymaking. They are elected to hold office for five years and are eligible to stand for re-election. The Directors who held office during the year are listed on page 1. None has any beneficial interest in the Company.

Recruitment and Training of Governors

Governors are recruited from a wide range of College contacts and from others in the local community. The governing body looks to ensure a mix of skills, and select new governors on the basis of background, competence, specialist skills and, as Fellows, Christian commitment. Governors are provided with induction training by the Head, Bursar and staff, and a wider programme of training events is organised by The Woodard Corporation. The College also arranges training sessions and encourages governors to attend seminars run by the Association of Governing Bodies of Independent Schools (AGBIS).

Volunteers

Governors are unremunerated volunteers, providing their time to support the governance of the College. The College also relies on a small number of others to undertake volunteer roles, including the management of the College's equestrian activities and teams.

HURSTPIERPOINT COLLEGE LIMITED

DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

Organisational Management

The Directors meet as a Council at least four times each year to determine general policy of the Company and review its overall management and control, for which they are legally responsible. During the year to 31 August 2020 the Council met on twelve occasions as there were a number of additional meetings specifically to consider the impact of the coronavirus pandemic. The work of implementing the majority of the Council's policies is delegated to a number of committees, membership of which is outlined on page 1.

The **Finance Committee** has a remit to consider budgets, both revenue and capital, cash flow information and financial reports, including the financial statements. It also considers marketing matters, financial policies and the financial regulations. It makes recommendations to the Council for approval. The Finance Committee met four times during the year.

The **Education Committee** is responsible for oversight of the academic performance of the College and for educational policy, making recommendations to the Council. It met three times during the year.

The **Estate and Operations Committee** develops the College's estates and operational strategy, including capital developments and maintenance of the buildings, and it makes recommendations to the Council. It is also responsible for oversight of the College's Health and Safety management. It met three times during the year.

The role of the **Governance and Nominations Committee** is to ensure the Council adheres to the highest standards of internal governance and to consider and propose changes to the membership of the Council. The Committee met twice during the year.

The **Safeguarding and Pastoral Committee's** remit is to review and monitor all aspects of pastoral care, including safeguarding, across the College and to provide specific assurance to the Council that the College is fully compliant on child protection matters. The Committee met three times during the year.

The day to day running of the College is the responsibility of the Head and the Bursar, who are both invited to attend governors' meetings, supported by the Senior Management Team. The day to day administration is undertaken within the policies and procedures approved by the Directors which provide for only significant expenditure decisions and major capital projects to be referred to the Directors for prior approval.

The remuneration of key management personnel is set by the Board, with the policy objective of providing appropriate incentives to encourage enhanced performance and of rewarding them fairly and responsibly for their individual contributions to the school's success. The appropriateness and relevance of the remuneration policy is reviewed annually, including reference to comparisons with other independent schools to ensure that the school remains sensitive to the broader issues of pay and employment conditions elsewhere.

Group Structure and Relationships

The College has three wholly-owned non-charitable subsidiaries – Hurst Facilities Limited, Hurst Transport Limited and Hurst International Limited – the activities and trading of which are described in Note 27 to the accounts, while Note 30 provides details of connected charities.

The College has developed links with a wide range of organisations to ensure the widest possible access to our facilities and schooling. Through membership of the Headmasters' and Headmistresses' Conference, the Independent Association of Prep Schools, the Independent Schools' Bursars Association, the Boarding Schools Association and the Association of Governing Bodies of Independent Schools and through networking with peer groups we ensure that we are able to attain the highest standards of quality and performance. We encourage our pupils to develop an awareness of the social context of the all-round education they receive at the school and they are engaged in a number of activities to enhance their understanding. We have an alumni group, the Old Johnians, who are generous in supporting the work of the College and whose support we greatly appreciate. We also cooperate with many local charities in our ongoing endeavours to widen public access to the schooling we can provide, to optimise the educational use of our cultural and sporting facilities and to awaken in our pupils, in the public interest, an awareness of the social context of the all-round education they receive.

HURSTPIERPOINT COLLEGE LIMITED

DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

OBJECTIVES AND ACTIVITIES

Charitable Objects

The Charity's objects, as set out in the Memorandum of Association, are to promote and extend education in accordance with the doctrines and principles of the Church of England, through the operation of Hurstpierpoint College Limited. Within these Objects, the Charity also has to maintain its heritage endowment, the College with its Grade 2 chapel and listed buildings, and also has various endowed and restricted funds held for special purposes in connection with the development of the College's facilities as well as for scholarships, bursaries, prizes and other educational purposes.

In setting objectives and planning activities the Directors have given careful consideration to the Charity Commission's general guidance on charitable purposes and public benefit, and in particular to its supplementary guidance on the advancement of education. Hurstpierpoint College Limited is a charitable trust which seeks to benefit the public through the pursuit of its stated aims. Fees are set at a level to ensure the financial viability of the College and at a level that is consistent with the aim of providing a first-class education to all pupils. The College's charitable objectives are 'to promote and extend education', and these objectives are recognised as benefiting the public when pursued in the context of formal education in a body where all surplus funds are re-invested. The Woodard Corporation Limited and all of the schools it owns are charitable bodies, with no external shareholders and no possibility of making distributions, whether in the form of dividends or otherwise. All surpluses are re-invested in education.

The College welcomes pupils from all backgrounds. To admit a prospective pupil we need to be satisfied that we will be able to educate and develop them to the best of their potential and in line with the general standards achieved by their peers. Entrance interviews and assessments are undertaken to satisfy ourselves and parents that potential pupils can cope with the pace of learning and benefit from the education we provide. An individual's economic status, gender, ethnicity, race, religion or disability do not form any part of our assessment processes.

The College is an equal opportunity organisation that is committed to a working environment free from any form of discrimination, whether on the grounds of colour, race, ethnicity, religion, sex, sexual orientation, age or disability, and we make reasonable adjustments to meet the needs of staff or pupils who are or become disabled.

Charitable Activities

The principal activity of the Charity continues to be the provision of education to pupils ranging from 4 to 18 years of age. It also runs a number of activity sessions during the school holidays which are open to both pupils and non-pupils of the College, and the College facilities are available at other times for use by the local community.

The College comprises three constituent schools. The Senior School is a boarding and day school for pupils aged 13-18, whilst the Preparatory School (which is a day school) is for pupils aged from 7-13. The Pre-Prep is for 4-7 year-olds.

The College provides a very high standard of education and this is validated in review of the academic results, our measurements of added value and through external inspection. It offers a broad curriculum and educates children with a range of abilities. Our aim is to support children in reaching their potential in all areas of their activity at the College. This may be in academic subjects but can just as easily be reflected in success in art, drama, sport, music or dance. We produce well-rounded individuals who make a positive contribution to society.

Grant Making

The College makes a limited number of awards to current pupils to recognise merit and broaden access (see Awards Policy below). It does not make grants to external bodies.

HURSTPIERPOINT COLLEGE LIMITED

DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

STRATEGIES AND POLICIES SUPPORTING THE CHARITABLE OBJECTS

Public Benefit Aims and Intended Impact

In order to meet the Charity's objects, the College aims to create an environment to nurture children, to get the best from them and to allow them to develop and fulfil their full potential. We provide them with a first-class education, independent of the maintained sector, and a wide range of sporting, artistic and extra-curricular opportunities, and our over-arching public benefit aim is that all pupils will have the skills, the confidence and the intention to contribute to the wider community.

In the furtherance of these aims the Directors, as the Charity trustees, have complied with the duty in s.17 of the Charities Act 2011 to have due regard to the Charity Commission's published general and relevant sub-sector guidance concerning the operation of the Public Benefit requirement under that Act.

Woodard and its schools provide a significant benefit to the public. The College strives to ensure that measures of public benefit are appropriate, and that significant sections of the public are not excluded from the opportunity to benefit from the education and facilities offered due to the need to pay a fee. In addition to significant provision of bursaries and other forms of financial support, the College provides a wide range of opportunities for community benefit and facilities and events are often open to all. Further detail of the public benefit offered is included in the section entitled 'Review of Achievements and Performance for the Year' below.

It is a key requirement of evidencing public benefit that any private benefit to individuals or elements of the charity will be incidental to the charity's objectives. An example of private benefit may be the reimbursement of travelling expenses for trustees attending training courses: any private benefit to individuals or elements of The Woodard Corporation Limited are incidental to delivery of the charitable objectives.

Strategic Aims

The College's over-arching aim is to provide an educational experience which enables every pupil to become an independent, successful, well-grounded individual with excellent self-knowledge and strong values capable of leading worthwhile, happy and rewarding lives and enabling others to do the same. We seek to do this by providing an excellent all-round education with a strong academic core for every pupil in a supportive and understanding culture.

There are four key elements to our strategy:

Academic: Providing an engaging and motivating academic environment with outstanding teachers and coaches operating in the best possible facilities, which thereby enables all our pupils at every level not only to achieve the very best results of which they are capable as they study the most appropriate programmes, but also to develop into confident, skilled and thoughtful learners with effective habits and behaviours.

Co-curricular: Offering a broad and attractive range of co-curricular opportunities accessible to all, delivered by superb staff with excellent facilities, which will thereby enable all our pupils to develop not only the skills, qualities and values necessary for success and happiness in later life, but also the critical quality of self-knowledge.

Pastoral: Creating vibrant, supportive, civilised and civilising communities where pupils can be safe, can feel that they belong and can confidently be themselves in comfortable, high-quality surroundings; supervised, mentored and supported by the best staff possible; thereby enabling them to grow into healthy, well-grounded, balanced, emotionally robust and fully-functioning human beings.

Future Prospects: Offering programmes and experiences designed to encourage and guide both pupils and staff to look to their future lives – not only enabling them to make the best possible career choices, but ensuring that every pupil leaves Hurst with a full understanding and possession of the skills and qualities which will ensure their success and happiness in future years, as well as an awareness of life beyond the purely material and a willingness to embrace a spiritual journey.

HURSTPIERPOINT COLLEGE LIMITED

DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

Employment and Access Policies

We are an equal opportunity organisation and are committed to a working environment that is free from any form of discrimination on the grounds of colour, race, ethnicity, religion, sex, sexual orientation or disability. We will make reasonable adjustments to meet the needs of staff or pupils who are or become disabled.

We have an Information & Consultation Agreement with our staff that has been in place since 2008 and which sets out the terms under which we consult with and provide information to them. This was revised in 2019, as a result of which a new Staff Forum was constituted to look after the interests of staff across the College.

It is important to us that access to the education we offer is not restricted to those who can afford our fees. A great deal of learning occurs through social interaction, conversation and shared experiences, and we believe our pupils benefit from learning within a diverse community where they are able to develop an understanding of the perspectives of other people that will be vital in their adult lives.

Our various concessions policies, as detailed below, contribute to a widening of access to the education we offer and the facilities we enjoy. These policies are kept under regular review to ensure that able children can accept offers of places at the College regardless of their parental circumstances and means.

Awards Policy

The College is committed to attracting pupils of the highest calibre through scholarships and other awards; and broadening access by offering means-tested financial support in the form of bursaries to eligible parents (or guardians) to assist with the payment of College fees.

Scholarship awards are given for academic potential; for excellence in the fields of music, art, drama, dance and sport; or on the basis of all-round ability. The awards – which are not subject to means testing – involve a fixed remission of fees of between 5% and 25%. Where further assistance is required, scholarship awards can be supplemented by a means-tested bursary. We also offer a limited number of means-tested BN6 and Sussex awards of up to 100% of basic fees for entrance at 11+ and 16+ respectively, which are available to local pupils of scholarship standard in maintained schools.

Bursaries – which are available to all holders of scholarship awards and are made solely on the basis of parental means – are important in helping to ensure that children from families who would otherwise not be able to afford the fees can access the education we offer. Bursary awards are available for up to 100% of basic fees and additional sums may be provided to meet the cost of extra-curricular activities, equipment and school trips. In addition, bursaries are also available to relieve hardship where a current pupil's education and future prospects would otherwise be at risk – for example, in the case of redundancy. In assessing means we use the methodology promulgated by the Independent Schools' Bursars Association, which takes a number of factors into consideration including family income, assets and savings, as well as family circumstances – for example, dependant relatives and the number of siblings.

The criteria for Awards and the application process are detailed in our scholarship information booklets which are published annually and available on the website. The availability of scholarship awards and bursaries is advertised widely throughout the year in the local press and details of the schemes are provided to all parents making enquiries about possible entry to the College.

Details of bursary and other awards are included in the Strategic Report below.

Other Assistance

To underline the value we place on continuity for families we offer discounts to parents with more than one child at the College; while as part of our emphasis on attracting and retaining high-calibre staff we continue to offer a discount scheme to members of the teaching staff who choose to educate their children with us.

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DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

STRATEGIC REPORT

REVIEW OF ACHIEVEMENTS AND PERFORMANCE FOR THE YEAR

Objectives for 2019/20

This year our primary objectives were to:

- Develop a strategy to roll out and then embed a new model for tutoring across the College;
- Strengthen the boarding culture at the College through internal and external promotion of boarding and complete the construction of a new boarding house for girls; and
- Undertake various initiatives, including increasing the use of artificial intelligence and tracking software to assess and monitor pupil wellbeing and creating a new Wellbeing Centre, with the aim of becoming a beacon school of excellence for the wellbeing of pupils and staff;

as well as continuing work to

- Develop and enhance the Chapel experience and the role of the Chaplaincy at the College; and
- Establish a graduate apprenticeship programme for new teachers.

Pupil Numbers

Pupil numbers at the College during the year were as follows:

	2019/2020		2018/2019	
Senior School	829	(386 boarders)	821	(407 boarders)
Preparatory School	296		288	
Pre-Preparatory School	59		56	
	_____		_____	
Total	1,184	(386 boarders)	1,165	(407 boarders)
	_____		_____	

The number of boys and girls educated was as follows:

	2019/2020		2018/2019	
	Boys	Girls	Boys	Girls
Senior School	460	369	443	378
Preparatory School	152	144	150	138
Pre-Preparatory School	25	34	28	28
	_____	_____	_____	_____
Total	637	547	621	533
	_____	_____	_____	_____

Impact of Coronavirus Pandemic

In March 2020 all schools in the UK were ordered to close to all pupils with the exception of the children of 'Key Workers'. However, as a result of good strategic planning and investment from an IT perspective, the College was able immediately and very successfully to switch to a remote learning model. With the now long established policy of supplying mobile devices to pupils on a one-to-one basis, and having switched all servers and platforms across to Office365 in the previous academic year, both staff and pupils were ideally placed to provide and share resources, and easily communicate in an 'online' world, and this flexibility ensured there was minimal disruption to the curriculum, teaching and learning during the summer term.

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DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

Although the College remained closed to the majority of pupils for the entire summer term, we were able to provide contact days for pupils in the Remove and Lower Sixth at the end of June, while pupils in the Pre-prep and Year 6 of the Prep School were able to return for the second half of the term. Overall however, the focus was very much on on-line teaching and we were able to provide pupils in all year groups with a modified but comprehensive diet of academic lessons, exams and co-curricular activities, including sport and music.

As a result of our inability to provide boarding and the slightly reduced curriculum, the decision was taken to charge discounted day fees for the summer term and, as a result, net fee income for the term was £2.5M lower than anticipated. However, by curtailing all discretionary expenditure and furloughing support staff we were able to reduce expenditure by over £1M, and with receipts of some £¾M under the Governments' Coronavirus Job Retention Scheme we were able to limit successfully the impact on our financial results for the year to 31st August 2020.

We also took the decision to support parents in difficulty by offering hardship bursaries and allowing payment of the summer term's fees to be deferred for up to twelve months. Over 40 parents took advantage of this interest-free deferral arrangement which was repeated for the Michaelmas term. This has had a limited impact on our cashflow, but our bankers have agreed to defer the repayment of our £3M loan until October 2021, while planned capital expenditure has also been lower than anticipated as a result of unfortunate delays to the construction of our new boarding house, and overall our cash position remains strong.

All our pupils returned in September 2020, including an increase number of boarders, and the College has made a number of adaptations to make social distancing possible, to minimise the likelihood and impact of an outbreak, and to ensure the health and safety of our pupils and staff. These include one-way systems, the mandatory wearing of face masks and a new, temporary kitchen and dining facility situated on our Multi-Use Games Area. We are also making further improvements to our technological provision, to ensure that all staff across the College – including those in the Prep School and Pre-prep – have the necessary resources and training to enable them to teach to pupils whether at home or present in the classroom. The cost of these arrangements is considerable and will impact on the financial results for forthcoming years, but both financially and operationally the College is in a strong position to weather these uncertainties.

Achievement of the Year's Objectives

Fulfilment of the objectives set for 2019/20 was disrupted by the temporary closure of the College in March as a result of the coronavirus pandemic, but nevertheless the objectives for the year were met in part.

- Construction of a new boarding house for girls, to accommodate Pelican House, commenced during the year, although delays to construction, caused by the nationwide lockdown in the spring, meant that the building was not completed until November. Consequently we were unable to start conversion work on the planned wellbeing centre, and this work has been carried forward to the new academic year;
- The College expanded its use of artificial intelligence and tracking software to assess and monitor pupil wellbeing, and increased the focus on staff wellbeing, particularly during the campus closure, when both staff and pupils were forced to work from home;
- An Assistant Chaplain was appointed during the year and changes were made to the pattern of worship in the College chapel; and
- Progress with developing an integrated graduate apprenticeship was interrupted by the late withdrawal of the College's selected End Point Assessor and work on the programme will continue in 2020/21.

Academic Hurst

In academic terms, 2019/20 was a highly successful year despite the effective closure of the campus for the majority of the summer term and in what turned out to be an extraordinary year – both in the classroom and when we switched to remote learning for a term – our A Level and our GCSE results reached new heights in 2020.

At A Level, 64.5% of our grades were A/A*s and 27.8% were A* grades, whilst our points per entry increased again and the great majority of our results were A*, A or B grades. There were 115 A* grades in total and 62 pupils gained three As or

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DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

better. In addition to their A2 levels, 81 students successfully completed Level 3 Extended Projects (achieving 97.5% A*/B grades) and some also finished extra AS levels. Our BTEC Sport students received another excellent set of results with 90.9% D* grades.

Our two top performers achieved five A* grades each and easily met the conditions of their university offers. One boy starts on a MPhys degree at Wadham College, Oxford, whilst our top girl (who also completed an A* Extended Project) will be reading Physics with Theoretical Physics at Imperial College, London. Four other students obtained four A* grades for their CVs. These grades confirmed a place at Warwick University to study Economics for one student, a second will read Physics at Oxford (where he joins Oriel College) and the last two are both going to the University of Birmingham (one to study Chemistry and one to begin a medical degree).

In terms of medical applications, eight additional students succeeded in gaining entry to their courses. One with three A*s and an A* Extended Project is going to the University of Nottingham along with two other medics, one moves on to the Brighton and Sussex Medical School and two others (one of whom also has three A* grades and an A Extended Project) will read medicine at the University of Exeter. Two further leavers will start medical courses at Birmingham and, in addition, two others have chosen to study Veterinary Medicine at the University of Nottingham.

For the Arts, a girl with two A*, one A grade and an A* Extended Project, will go to Keble College, Oxford where she will read History and, also studying History next year, is a boy who will start at Gonville and Caius College, Cambridge University.

Others with outstanding results include: one with three A* grades, an A* Extended Project and a place on the St Andrew's Geography course; one who gained three A* grades and will study Dance; one who has three A* and one A grade and has a place at Imperial College, London to read Physics and Theoretical Physics; one with three A* grades, an A* Extended Project and a place to study Biochemistry at Bath; one who has three A* grades and one A and will go to study Ship Science at Southampton; one who is moving on to read Natural Sciences at Durham with three A*s and one A; one with three A*, one A grade and an A* Extended Project who has the opportunity to read Law at UCL; one who has a place at Durham to read Physics with Astronomy having gained three A*, one A and an A* Extended Project; one who has three A* grades and an A* Extended Project and will proceed to Imperial College, London to study Computing; and one who will go to the University of Exeter to study Psychology with Sport and Exercise Science having achieved three A* and an A* Extended Project.

Eighty-four percent of our A-level leavers secured their places at their first-choice universities and 70 are going on to Russell Group universities such as: Bristol, Cardiff, King's College (University of London), Leeds, Manchester and York.

The percentage of top grades (9s and 8s) achieved in 2020 was our highest ever as more than 1,100 9-8 grades were awarded at GCSE level. Other score lines were equally pleasing with 90.9% 9-7 and 97.8% 9-6 grades being achieved. In a year group of 161, 92 pupils had only 9-7 grades on their statements of results, 89 of last year's Fifth Form gained eight or more 9-8 passes, and 107 had nine or more 9-7 graded subjects; nine had nothing but 9s on their GCSE statements of results.

Students in Art & Design, Dance, Classical Greek and Latin had 100% 9 and 8 grades and all the grades in Biology, Chemistry and Physics were 9s, 8s or 7s. Drama, English Language, English Literature and Music all achieved over 90% grades 9-7 and 25 pupils gained 9s in Further Mathematics.

Eight pupils gained 11 9s apiece and close behind them came five others who each collected 10 9s and one 8. Eleven further pupils collected 11 or more 9-8 grades and an additional 23 students collected 11 or more 9-7 grades.

Pupil Welfare

The College continues to make the welfare of its pupils a high priority. In the Pre-Prep and Prep Schools, the tutors and Heads of Year provide the basis of the pastoral support, assisted by the Director of Safeguarding and members of the Senior Management Team as necessary. The Pastoral Intervention Practitioner works with a large number of individuals and small groups.

All pupils in the Senior School have a House Parent who is responsible for their pastoral care and a tutor responsible for their academic development. In addition, pupils have access to professional counsellors who visit the College on four afternoons a week, as well as to medical help in the College's Medical Centre.

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DIRECTORS' REPORT (Continued) YEAR ENDED 31 AUGUST 2020

The Guardian Scheme has continued to work well in both the Prep and Senior School, with the pupils given appropriate training on how to actively support their peers.

Tutors and House-Parents communicate regularly with parents, particularly when there is a concern about a pupil's welfare. AS Tracking was used for pupils in years 5 – 9 to help identify pupils who were struggling emotionally. This enabled action plans to be put in place to ensure that the pupil felt fully supported. In addition, social events are organised in houses to help pupils integrate, and parents are also invited to attend talks on pastoral issues such as online safety and mental health.

Student Councils are also run throughout the school, allowing pupils to give their feedback on any arising issues.

Despite COVID 19 and the national lockdown, daily communications continued between tutors/Housemasters and Housemistresses and the pupils. There were regular meetings via Teams which enabled the school to identify pupils who were struggling. The Deputy Head Pastoral and Director of Safeguarding met frequently to discuss pupils of concern and ensured that additional communications were in place.

This provision is directed and monitored by the Deputy Head Pastoral and the Director of Safeguarding, who work closely together to ensure that all pupils in the College feel safe and able to flourish.

Creative Hurst

The 2019-20 Drama season, our second in the New Bury Theatre, was intended to extend our exploration of a broad range of diverse and challenging productions allowing all students in the school an opportunity to engage with theatre making throughout the year under the theme of 'Trial & Redemption'. As is the case for the College as a whole a significant portion of our programming was either curtailed or very quickly adapted to the remote learning format.

Our link to the Hurst Festival is an important one and this year's production saw a group of Sixth Form Scholars take on a series of short plays by Samuel Beckett performed in the Players Theatre, Hurstpierpoint to very positive feedback from the local residents and the Festival hierarchy.

The sixth edition of Hurst in Rep was once again dominated by productions directed from within the student body. This part of our Drama season has become a popular forum for Extended Project Qualifications and provides a platform for our students to explore the skills required to both write and direct. Over 100 students auditioned for the six plays and rehearsals began in earnest for the regular performance dates before half term. Sadly, these performances were never to be realised following the tragic death of a member of our Upper Sixth and the period of mourning which followed for the whole community.

During the half term vacation 40 of our students became supporting artists for film shoot based on the campus. The film, entitled 'Dolapo is fine' based on the short story by Nigerian author Chibundu Onuzo was produced by Apatan Productions (co-founded by one of our alumni) and included in the cast actress Gina McKee. This was a fantastic opportunity to work on a professional film set with a very talented team as well as looking at the possibilities there might be for using the campus for similar projects in the future. Following the films completion and release it was entered for a number of film festivals around the world and was selected as the Best Short Film at the HBO American Black Film Festival 2020. It is likely that more awards will be forthcoming and fantastic for the College to be linked to such an exciting project.

The second half of Michaelmas saw the annual Hurst Shakespeare hit a number of firsts. A Midsummer Night's Dream is a Shakespearean classic, but this production was going to be far from that. The concept and design came from the extraordinary mind of our Head Girl and Drama Scholar, and transferred the Athenian countryside into the world of music festivals and rock bands. This was the first time that a full-scale production has been conceived by a member of the student body, as well as the first use of the thrust configuration of the New Bury Theatre, and was the perfect blend of farce, satire and youthful exuberance which teetered on the brink of risqué at every possible moment without ever going too far. For the second year we added a Schools Matinee with saw four of our feeder Prep Schools attend with incredibly favourable results, but it was the parental response which was perhaps the most rewarding element of this production. To be commended for allowing the students to be brave and express themselves without taking it too far by the people who have chosen to send the children here is the highest accolade one can ask for and 'Dreamfest' will live long in the memory as a result.

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For the Senior musical we again took on the challenge of Boubil and Schonberg's epic 'Les Misérables'. A total of 95 students auditioned, including a record number of the Upper Sixth, some of whom traded the rugby pitches for the stage in their first, and last, foray in acting before leaving Hurst. There is no doubt that this production took the level of artistic achievement in this College to the highest level it has ever been in all areas of theatre-making. The complexity of technical and design elements a revolving stage and replica guns on stage made this a spectacle on a professional level but what was perhaps more surprising to the 1,000 strong audience members across the run of performances was the level of skill displayed by the cast. Either in the packed Schools Matinee performances or in each of the full houses in the evenings this group of students delivered theatre craft on a spectacular level and, rather like the Gala Opening of the New Bury, a true sense of what Hurst is about was achieved.

The 9th Annual Hurst Film Awards were filmed over a six-week period in the Lent Term, once again giving students a platform to write, direct and shot short films of genuine quality. The early stages of lockdown came into place just before the traditional, whole-school screening and awards ceremony, and we very quickly switched to an online live stream which over 1,200 students and their families tuned into. The awards announcements were released later in the Summer term using a similar format.

As well as the Film Awards, the Year 8 musical 'Beauty and the Beast' became the first live production to be filmed and the end result included a superb performance of the show, along with backstage footage and interviews with the young cast members. Although not the same as performing live, this was a clear indication that we had the wherewithal to respond very quickly to what was to become a very different way of delivering Drama at Hurst.

With lockdown and remote learning fully in place the Summer term saw us switch to other theatrical genres to take the place of the live theatre we would normally produce. Both the Year 7 play ('The Lion, the Witch and the Wardrobe') and the Shell musical ('Fame') went into weekly Teams rehearsals, while the art of radio drama was explored by activities groups from Year 7-Remove, and the lower sixth drama scholars produced a piece of online theatre based on the practices of Antonin Artaud and the Theatre of Cruelty.

Across the year we entered six candidates with five gaining places at drama colleges including ALRA and Emil Dale. The college's LAMDA team continue to help pupils achieve at the highest level and this year saw us reach 100% of the exam candidates achieving merits and distinctions over the course of the year. Hurst now has the largest school LAMDA programme in the South East as well as one of the highest mean scores.

The dance department this year established a creative partnership with renowned professional dance company, James Wilton Dance and, as part of the Hurst Festival in September, students from Remove to Upper Sixth – both boys and girls – collaborated on a curtain-raiser based on the company's piece, 'The Storm'.

The annual Dance Showcase was based on choreographer, Jasmin Vardimon's version of 'Pinocchio' and consisted of a 40-strong cast (again both male and female) and ranging from Shell to the Upper Sixth. As always, the performances were well attended and reflected the increasing technical ability of the dancers at the College. To further enrich the students' experience of participating in the Showcase, a dancer from the Jasmin Vardimon company delivered a workshop based on the work, to introduce the students to the unique and quirky dance style.

The new state-of-the-art dance studio opened in January 2020 and is testament to the value Hurst places on dance as an important part of its performing arts offering. Co-curricular clubs continue to range from Royal Academy of Dancing Ballet Examinations, Contemporary, Street Dance and Pilates, while new for this year was the introduction of Tap in both the Senior and Prep School. The year also saw an increase in applications for a dance scholarship from both internal and external candidates which reflects the growing reputation and appeal of dance at Hurst. In addition, the Hurst Dance Instagram account has seen an increase in followers which now totals 310.

One of the first performances to be presented in the new dance studio was the Academic Dance Sharing with two A-Level candidates and six GCSE candidates, along with their dancers from various year groups, celebrating their work with a live audience. The event was well attended, and the quality and originality of the work was outstanding.

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During lockdown students continued to receive a regular dance provision in the form of thrice weekly Pilates and dance technique sessions via Zoom. Students were given the opportunity to continue with developing their alignment, breathing and centring via Pilates as well as improve on their existing contemporary, jazz and street dance technique. During this period the House Dance Competition was also launched based on a Tik Tok routine. The majority of Houses – including the boys' houses – submitted an entry, and the winners were Pelican House. It is hoped that this competition will gather momentum in subsequent years.

The Shell Creative Arts Project was based on the theme of 'Climate Change and Environmental Challenges', suitably adapted to suit remote learning. Drawing upon all four creative disciplines, dance, music, drama and art, the Shell students were asked to create a 1-minute short film that communicated a chosen theme in response to the theme. The level of creativity displayed within the year group was high with well conceptualised, professionally edited and thought-provoking pieces being submitted.

Students accessing dance beyond Hurst include an offer at University of Kingston for BA (Hons) Dance and a place at Emil Dale Academy of Performing Arts (EDA).

2019/20 was another packed year in the Music School. We were pleased to be able to contribute as usual to the Hurst Festival, providing a recital given by the music scholars and an afternoon's entertainment with tea and cake at College. The House Music competition involved everybody in the Senior School singing with their respective houses and was streamed live to parents on YouTube, this time with live commentary to add to the experience for those watching at home. Recruitment and retention of pupils in the choir was successful and the number of regular members was maintained at over 120. The choir sang a different anthem at every Friday chapel service and again excelled particularly in the candle-lit Advent Procession, the festival of nine lessons and carols, and the Leavers' Eucharist. The Chamber Choir performed both in its own concert and at a variety of others giving a memorable performance of anthems and other short pieces by John Rutter and Herbert Howells with a professional orchestra and with pupil soloists from within the choir. In addition, our Sixth Form pupils gave a very well-received and polished concert in Holy Trinity Church, Hurstpierpoint, as the colleges regular contribution to the church's professional concert series, and the choral society of parents and friends gave a performance of John Rutter's 'Magnificat' in the College Chapel, accompanied by a professional orchestra.

As with every year, the Music Department was pleased and privileged to play a large part in the College Musical, *Les Misérables* which is sung throughout, and once again it was good to see a number of pupils playing in the band alongside professional musicians.

The jazz and rock concert took place again in the New Bury Theatre and this helped to raise the profile of the event at which the standard of performance was very high indeed from a number of bands and soloists from the Shell to the Upper Sixth. The 'Hurst Unplugged' acoustic concert was well-attended, and it was good to collaborate with the English department to include poetry readings in this lovely evening in the music school. Jazz and rock music continue to thrive at Hurst and these performance opportunities were all highly successful events – it is good to see them evolving and improving each year. The College Orchestra continues to thrive and, this year played music by Beethoven and Bizet. Many of the orchestra's instrumentalists also play in the College's numerous smaller instrumental ensembles, all of which performed in the Michaelmas term.

Individually our pupils achieved success in our own solo music competition. A typically large number of pupils at the college achieved grade 8 on their instrument or voice, with a number playing in the Brighton Youth Orchestra, as well as singing with the National Youth Choir.

Prep school music remained very strong with a full calendar of events throughout the year. In addition to the excellent informal concerts, other highlights included the winter concert showcasing the various orchestras and ensembles, the jazz concert in the Lent term, and the more informal musical showcase in the Michaelmas term.

Our pupils responded to the challenge of remote music through lockdown with impressive zeal. Over the course of the Summer Term, the Music Department put together a virtual choir anthem for our virtual chapel offerings every week – all of which are visible on the College YouTube channel. All of the hymns for our on-line chapel services were recorded on a digital organ and staff sung along to them remotely, to create a remote congregation. Jerusalem for the Leavers' Service

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included over seventy videos of pupils, their families and staff all singing together, while online performances 'One Day More' from Les Misérables and 'Hard Work' from Fame were produced for inclusion in the College's remote Speech Day.

Hurst'n'Brie, one of the College's three annual rock concerts, took place virtually and included soloists who recorded themselves and groups similar to the choir mentioned above. Many of the pupils edited their own work together and it was good to see the inventive ways in which they approached this. To put together an hour of remote material was very impressive indeed and all credit to these pupils for their enthusiasm for the project.

There were also a number of smaller projects which took place over the summer term: the orchestra put together two pieces remotely, providing audio tracks that they played along to a click-track; the sax ensemble provided a remote performance of one of their most recent pieces; and the staff took part in various online musical ventures.

Sporting Hurst

At the time of writing, we find ourselves in the middle of a pandemic which has certainly made life challenging. Globally we are all having to come to terms with a new way of living and working, and this has been the case for a significant part of this reporting period. Recreating the classroom for our pupils has been difficult, but to recreate the sporting arena has been even harder. During lockdown and the subsequent period of remote learning the College's sports department has worked hard to substitute the normal sports diet with one which could be embraced by all our pupils – to from home and, more latterly, at school. The constraints imposed by the various sports' governing bodies, as well as by central government, have been limiting, but throughout this period the College has tried to deliver a programme which is both engaging and safe. Indeed, our efforts have not gone unrecognised, with positive feedback being received from parents and pupils alike.

If this recognition was not enough then the Independent Schools of the Year 2020 Award for Sporting Achievement, which we received on 8th October was confirmation that Hurst continues to be a shining light in the school sporting environment. This award recognised not only the breadth and depth of our sports programme, but also the way the College adapted to the remote learning environment, as well as our provision for the community in terms of key worker children. The following is an extract from our website article on the award which reflects the work done over the course of the year and highlights the industry and commitment of many.

'During the virtual ceremony, the judges said their decision to present this award to Hurst College was due to its focus on recognising the physical and mental value of sport and sharing the benefits with the wider community, including the children of key workers during lockdown.

Hurst has not only established an enviable reputation for the quality, breadth and inclusivity of its sporting provision, but also for the passion and commitment of its talented hard-working team to ensure each pupil develops a lifelong love of sport and physical activity.

As part of a caring community, equal attention is given to those who simply want to participate as well as the elite performers. With extensive on-site facilities, the ambition is to create an activity diet that engages pupils in an enjoyable, challenging and meaningful way, through traditional team sports, individual sports and outdoor pursuits.

Central to the programme is pupils' physical and mental wellbeing, demonstrated by the unique player welfare programme, with qualified physiotherapists who triage, monitor injuries and support rehabilitation, in conjunction with strength and conditioning coaches.

Seen as leaders in the community and an example of excellence, others look to Hurst's innovative, outward-looking approach, developed not only with the best interests of our own students at heart, but for the good of sport in the wider area. The creation of the Sussex Independent School Diamond League Athletics Programme is the latest of many initiatives which have proved popular.

The college has forged strong links with maintained schools by hosting development days, as well as being a hub for Surrey Storm Netball South and Sussex County Cricket academies, a feeder for the Harlequins Rugby Development Programme and the base for Sussex Hockey. Hurst also organises and plays host to regional and national competitions and events in a variety of sports.

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One hundred teams across all ages and levels of sporting ability compete throughout the year - the result of a carefully crafted development programme which has delivered sustained success at regional and national competitions, and which has also taught pupils important life skills along the way.

With the unprecedented circumstances surrounding COVID-19, our Sports Department responded to the unique challenge of remote learning by implementing alternative ways of engagement and successfully delivered a comprehensive programme, including on-site options for children of key workers, which received universal praise from students and parents.

This creative and dynamic approach has continued since pupils have returned to the College for the new academic year, with year-group athletics and cross-country events. These have proved extremely popular and a valuable opportunity for students and houses to come together.

Successful collaboration with pupils and parents as well as a constant desire to improve is the driving force behind a high-quality programme of which Hurst is justifiably proud.'

The only frustration we have had with this particular year is that so many of the planned improvements we had wanted to make to our development programme have been stalled. Despite this, our major sports of rugby, hockey, netball and cricket remain strong both in the Senior and the Prep schools and cricket has had a major boost from the completion of our new artificial nets.

As befits a school of our size, the sports programme continues to expand, and interest in and support for a number of other sports is growing. Golf is increasing in popularity; and we have a steady stream of golfers heading to the driving range in Burgess Hill on a weekly basis and planned competitions are becoming more numerous. Tennis and Swimming are now year-round sports and, when competition resumes, we expect to see greater participation and success in both.

Athletics has also had an injection of energy in the past year and the advent of the Diamond League – including a virtual Diamond League in the Summer which was well supported by neighbouring schools – has helped promote the sport both internally and across the county. Further refinements of this initiative are planned.

Whilst the dearth of the usual diet of fixtures makes it difficult to comment on competitive sport, there is no question that the College is still well placed to meet with huge success moving forward. As an example, our U15A netball team were due to play two national competition semi-finals just as we went into lockdown, and we had a number of hockey teams who had their seasons curtailed in the same way when they were set to win county competitions. We have strong teams and a real depth of talent in all our major sports, which is reflective both of the high standard of coaching provided as well as the talented pupils we now attract. Although this has been a difficult year for sports, there is a lot of which we can be justifiably proud, and we remain confident that Hurst Sport will be even more successful into the future.

Activity Hurst

Outdoor Education and Pursuits are a regular part of the games programme and an established part of our provision for all year groups across the College as both an alternative and in addition to other sports. Activities available during the year include kayaking, canoeing, surfing, windsurfing, sailing, paddle-boarding, skiing, triathlon, mountain-biking, archery, climbing and bouldering. In competitions we have six ski teams, two triathlon teams, and number of equestrian teams, as well as a mixed surf team.

An increase in participation has led to greater competitive success, with Hurst again (and for the sixth year) taking the majority of medals and joint first place overall at the Independent Schools Ski Championships. In addition, this year the College entered a team in both the National Schoolboys' and Schoolgirls' ski races, and won medals at both. Two pupils are now part of the England Squad and four more race for DHO, a national club. In climbing, the College team also entered the 2019 Independent School championships, gaining one gold, two silver and three bronze medals.

This year some 255 pupils were enrolled on the Duke of Edinburgh award scheme. There were 35 Gold enrolments, and 14 students successfully completed the Gold award, with another 6 expected to complete the expedition by the end of the year. The success rate at silver was also impressive, with over three-quarters of participants gaining the award by the end of the

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Lower Sixth. In addition, the College continued to offer training sessions to the county and to local schools in the web-based pupil registration and recording system for DoE award participants. We have also been very happy with the way our DofE candidates and pupils have been able to continue most of their DofE award during lockdown and the subsequent restrictions.

The weekly Duke of Edinburgh service afternoon – and especially the Combined Cadet Force – continues to increase in popularity, allowing pupils to broaden their horizons through volunteering, leadership and self-reliance. During the year there were an increasing number of community service schemes – including recycling, woodland conservation, farming, community service and the College's in-house crèche – and these projects are now well-established, worthwhile and popular, with over 250 students regularly involved. Most encouragingly, we also now have introduced L6th Skills activities this year and these include CAG, Languages, First Aid, STEM and CREST.

The activity programme for years 9 and 10 – which includes self-defence, farming skills, kayaking, fencing and shooting – adds a further dimension to the rich and rounded education received by all pupils at Hurst, and the annual Shell multi-activity day and the L6th leadership induction day also contribute greatly to the development of pupils' team building skills and their understanding of leadership and management.

PUBLIC BENEFIT

Bursaries and Scholarships

The College aims to provide opportunities for a wide range of people, particularly those in need, to access benefits from the Charity.

Scholarships are used to ensure that we are able to maintain high standards in all areas at the College. The total value of scholarships awarded in the year was £1.40M. The progress of pupils receiving scholarships is reviewed at least annually to ensure their progress is in line with their abilities. One scholarship was withdrawn in the year for disciplinary reasons.

The College Endowment Fund was established in 2003 in order to build an endowment that will in future be used to provide bursarial support to talented pupils whose family circumstances would otherwise prevent them from attending the College. It is funded by regular donations from existing parents and transfers from unrestricted funds, but also includes a number of substantial legacies from past pupils. At the end of the year the value of the Endowment and associated Funds had increased to £3.6M. The College is extremely grateful to all those who contribute to this cause.

The coronavirus pandemic and nationwide lock-down in the spring caused substantial hardship to a number of our fee-paying parents. As a result, the College introduced a hardship programme, including the opportunity to defer payment of the summer term's fees for up to twelve months and one-off bursaries to support those whose income had been impacted temporarily. These awards were funded in part by a number of parents who, rather than paying the reduced fees charged by the College in the summer term, paid full fees and donated the discount that they had declined to a special hardship fund, and we are particularly grateful to them.

During the year the College provided scholarships, bursaries and other awards exceeding £3.08M to pupils at the College from unrestricted funds. This included means-tested bursaries with a total value of £853,000 to 120 children both to supplement scholarship awards and in cases of hardship where the pupil's education and future prospects would otherwise be at risk. The total of 120 included 39 children who received support in the summer term from a special coronavirus hardship fund created to provide temporary support to those families whose income was affected by COVID-19. 8 pupils received assistance (comprising scholarships, external grants and bursaries) for 100% of fees and 13 others received assistance for at least 80% of fees.

In funding our awards from income we have to be mindful that we must ensure a balance between fee-paying parents – many of whom make considerable personal sacrifices to fund their child's education – and those benefiting from the awards. Overall, the concessions provided by the College represented 12.4% of gross fee income.

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Wider Education

Hurst remains very committed to using its resources – both financial and human – to support and strengthen wider education provision beyond the confines of the College.

At a time of national teacher shortages, we continue to be highly successful in encouraging a significant number of graduates and others into the teaching profession through our three-year teacher training programme, Teach Hurst. This programme, which offers high-quality, fully-funded training, continues to attract an ever-growing cohort of applicants. Over the course of the year, 12 Teach Hurst trainees successfully completed their year as NQTs; 5 were awarded a distinction, 2 a merit and 1 a pass for their PGCE completed through Sussex University; while in-house training and support was provided for a further 12 graduate teachers.

At the end of the summer term, in response to the COVID 19 restrictions, the College offered the use of its facilities and some staffing provision to local primary schools to allow them to have their pupils back in lessons in a safe environment. Albourne C of E Primary school took up this offer and 76 pupils from years 3, 4 and 5 each spent a day here at Hurst. Thus, Albourne school's pupils and teachers were able to reunite on the College campus for the first time since the lockdown began in March. Activity sessions included street dance, the farm, music and the forest school, plus each year group enjoyed a mini sports day in the afternoon. Feedback from the Head Teacher affirmed the importance of this initiative. *'We are so grateful to our neighbours at Hurst College for hosting and leading these three days for us. Staff and children had a wonderful time; "The best day ever" I was told by several pupils. We look forward to continuing the partnership next year.'*

Over the past year, COVID 19 restrictions curtailed a number of collaborative initiatives that had been set up with the Sir Robert Woodard Academy (SRWA). However, for the duration of the academic year, Hurst funded one of our teachers to successfully work, on a part time basis, in the History department at SRWA filling a staffing need. Our Deputy Head has continued as a governor at SRWA and currently chairs their Curriculum Committee; in this capacity, he has shared his expertise in the leadership and governance of the School. Other teachers from Hurst also play a role in local state schools on the board of Governors. Hurst is also proud to have facilitated mock interview practice for 3 prospective Oxbridge applicants from the Littlehampton Academy. One of our teachers has supported the rugby programme in a local secondary school by offering his services to referee several matches over the course of last season.

Several of our teachers are involved in professional bodies and contribute to the wider field of education debate and research through the publication of articles across a variety of media. Our Head of Drama remains the Chair of The National Association for the Teaching of Drama, running workshops and conferences for Drama Teachers across the country to develop teaching and learning. Over the lockdown period, he presented at 3 conferences guiding teachers through how to teach drama remotely and through blended learning approach. Our Director of Pupil and Staff Well-being continues to share his expertise in articles that have been published online through the TES, and articles for Optimus Education under the broad area of Wellbeing, and he also spoke at the online Optimus Education conference On Wellbeing in May.

Community Hurst

The College is a part of a wider community and we are keen that our staff and pupils participate. In September 2019 we were actively involved again in the local Arts Festival, staging College productions together with events such as Cake at the College (a musical event for local senior citizens) and tours of the College, as well as offering facilities, vehicles and equipment for festival use.

By developing and providing public access to new facilities, the College remains at the heart of the community. Facilities made available to the public include:

- Our sports facilities, which are recognised as being of excellent quality and are regularly used by numerous clubs and organisations including: Brighton & Hove Albion FC (including Sussex Seagulls), Hurst Hornets FC, Mid Sussex Hockey Club, Sussex Netball Club, Sussex Bujin Kan (martial arts training), Sussex County Hockey, Mid Sussex Netball Club, Penny Farthing Polo, St Andrew's Cricket Club, Sussex Martlets Cricket, Burgess Hill Cricket Club, Ansty Ladies Cricket, British Triathlon Coach Education, and Sussex County RFU.

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- The College minibus fleet, which has been used to support the Torch Centre in Hurstpierpoint, the Brighton Marathon, the Longines Royal International Horse Show, local Scout groups, the Legal Social Mobility Partnership and the Hurstpierpoint and Sayers Common Parish Council.
- The College swimming pool, which is made available to local swimming clubs and organised bodies including 1st Swim School, Floaters Sports Management, Flippers and Fins, Simply Swim and the Mid Sussex Martins.
- Our Chapel, which is open to the public during all services and is used by groups such as the Sussex Chorus for concerts.
- Drama facilities used by groups such as Create Space.
- Theatre facilities used by groups such as Burgess Hill Musical Theatre Society and Ariel Theatre Company.
- Musical instruments – timpani, percussion, etc. – which are available on free loan to local churches and community music groups on request.
- The College grounds, which have been used by Woodlands Meed School and St Pauls School for sponsored walks.

We also run a choral society for parents and members of the local community; and the College and Prep School Jazz Bands, Choirs and other groups regularly perform at charity and fund-raising events across the locality; while numerous arts events at the College – including plays, concerts and dance performances – are open to the public.

Wider Charitable Activity

As well as supporting the local community through community service activities – including conservation, helping in old people's homes and youth residential centres – the College community takes part in a wide range of sponsored events and other fundraising activities. Unfortunately, the College service day and numerous other charity initiatives did not take place because of the COVID 19 restrictions, but the course of the year through the efforts of pupils, parents and staff, the College raised over £13,900 for various charities.

FINANCIAL REVIEW AND RESULTS FOR 2019/20

In financial terms 2019/20 was another extremely successful year notwithstanding the impact of the coronavirus pandemic which, as already noted, forced the closure of the College just before the end of the Lent term and for much of the summer term for all pupils except for a small number of children of key workers and for limited numbers of children in the Prep School who returned to school in the latter half of the summer term as the lockdown measures were eased. As a result, fees for the summer term were reduced and discounts of between 20% and 50% offered on the College's usual day fees to reflect the limited educational offering. Using the Key Performance Indicators of the company:

- As a result of the discounted fees offered in the summer term and the lack of boarding income, overall income in the summer term (including income from lettings) fell by £2.5M in total. Consequently, despite an increase of 1.6% in overall pupil numbers (including an increase of 1.1% in the Senior School) and effective fee increases of 3% – once again below the increases imposed by a number of our competitors – net fee income for the year fell by 7.4% to £21.8M.
- Fee concessions decreased slightly to £3.1M (which nevertheless represented an increase from 12.4% to 12.0% of gross fees), primarily due to the reduced level of discounts awarded on the discounted summer term fees
- Costs were generally well contained, although overall expenditure was also curtailed by the effective closure of the campus during the summer term, and by the furloughing of over 230 support staff on 80% of their usual salaries for more than four months. The College is particularly grateful to those staff for their sacrifices and their ongoing support over the period.
- After one-off costs incurred the previous year on plans for the forthcoming sports centre development, expenditure on discretionary building projects fell to £435,000, as cash resources were focussed on capital expenditure (primarily on the new boarding house).
- As a result, total expenditure fell by 7.2% over the year, while income from charitable activities declined by 7.8%. However, the College was able to take advantage of Government funding of £780,000 under the Coronavirus Job Retention Scheme and thus net income fell by only 5% to £2.53M which, at 11.6% of net fees, was still a very creditable performance.

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- Operating cashflow over the year was generally positive, although the year-end position was affected by the slightly later start to the school year which resulted in lower advance fee payments for the Michaelmas term, and was sufficient to fund capital expenditure of £6.5M with only limited recourse to bank finance.

Our main trading Company, Hurst Facilities Limited, continues to hire out College facilities during vacations and school hours, as well as undertaking commercial activity on behalf of the school and externally (although the main educational letting is undertaken by the charity itself). The Company contributed the sum of £28,900 to the College's operating surplus in 2019/20.

The parents of our pupils often make significant sacrifices to pay the fees. In doing so they help to relieve the state of the financial burden of educating nearly 1,200 children. This saving to the state is estimated to have a value in the last year of £7.7M.

The Company is unable to recover the VAT on purchases it makes. During the past year, the College has paid an estimated £1.05M in VAT on goods and services.

The College provides a pension to some staff under the terms of the TPT Retirement Solutions Growth Plan. As a result of this pension scheme being under-funded, the College is committed to contributing to a recovery plan. During the course of the year it made contributions to the recovery plan of £32,000 and the recognised liability under the plan fell by £29,000, with this value being recognised in the Statement of Financial Activities ('SOFA').

Development of the College Estate

Over the year expenditure on improvements to College facilities totalled £6.4M: including

- £5.0M on the construction of a new girls' boarding house (which opened in November 2020);
- a further £900,000 to complete an extension to the music school, incorporating a new dance studio, which was opened in November 2019; and
- £248,000 on twelve all-weather cricket nets.

Investment Performance against Objectives

The Company's Memorandum and Articles of Association permit funds to be invested in such manner as the directors see fit, provided that such powers of investment are only exercised for the purpose of attaining the objects and in a manner that is legally charitable. The governing body's policy is to preserve the capital value of investments and maximise the long-term return on all investments in order to build a sustainable endowment of sufficient size to provide full bursaries to two pupils in each academic cohort in the Senior School.

Investment activities are managed in line with the requirements of the Trustee Act 2000. In 2019 the Company commenced an external investment programme for its restricted and endowed funds and appointed Brewin Dolphin and CCLA to manage its investment portfolio. To date, some £1.46M has been placed with the investment managers, including the funds previously managed by the Company's previous fund managers.

The investment managers have discretion about how the investments are managed within the policy parameters set by the governors. The investment targets are to preserve the real value of investments against inflation and to achieve a minimum yield of 3%. Over the course of the year Brewin Dolphin achieved a return of 2.63% on the Company's investments against their benchmark of -0.42%, while CCLA achieved a return of 3.58% compared with their comparator performance return of -2.94%.

Reserves Level and Policy, and Financial Viability

During the year, total Group funds increased by a further £2.53M to £35.87M, of which less than £3.9M were restricted or endowed funds. Unrestricted funds increased by £2.09M to £31.97M. In common with most independent schools, the Charity's unrestricted reserves are primarily invested in tangible fixed assets, which are all used for its direct charitable

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activities. This utilisation of funds is essential to ensure that high quality up-to-date facilities are available for the benefit of pupils and in order to meet the increasing expectations of our parents.

The College's financial viability does not depend on income reserves but in its ability to continue to trade at a surplus on an annual basis and on the substantial portfolio of fixed assets held for operational use. The aim is to budget so as to provide sufficient working capital to meet the present needs and future development requirements of the College without the requirement to have recourse to sales of tangible fixed assets.

The Directors consider that given the strength of the company's balance sheet, the stable cash flow generated by full student rolls, the ongoing popularity of the College, and the available banking facility that can be called upon if need arises, there is no need to build up a free reserve.

PRINCIPAL RISKS AND UNCERTAINTIES

Coronavirus Pandemic

It should be noted that these financial statements were compiled during the COVID-19 global pandemic and before a vaccine was identified. Like most trustees, the Directors keep under consideration the impact of a catastrophic event on the College's ability to continue, but that event may come about from any one of a number of causes and being specific about the source is not possible. The consideration of risks in the paragraphs below is therefore reflective of a more stable environment and does not specifically look at the pandemic, or other similar events, but offers a wider view of common events plus a specific risk looking at those events that could impact the continuity of education.

Risk Management

The Directors are responsible for the identification and management of risks, and the major risks to which the charity is exposed have been reviewed and systems or procedures have been established for their management.

A detailed review of the strategic and operational risks to which the charity is exposed is undertaken annually by the governing body, and risk management is delegated to the relevant committee, which reviews the risks assigned to it on a termly basis, works with the Senior Management Team to establish controls and identify actions necessary to mitigate those risks, and reports termly to the Council on the effectiveness of the assurance measures in place.

During the pandemic, and fully cognisant of the additional risks and uncertainties facing the College, the Directors have met on at least once each month to review progress and to approve changes to the College's Health and Safety and Safeguarding procedures. They have also undertaken a separate analysis of the short- and medium-term risks pertaining to the pandemic and the measures being taken to militate and mitigate against them, and these are currently being reviewed on at least a termly basis by the governing body and its committees.

Principal Risks Facing the Charity

The Director consider the economic turbulence of recent years and the affordability of fees by parents across the independent sector to be the principal risk faced by the College. The College is currently full, but there is no room for complacency. The governing body, therefore, decided several years ago to limit the annual increase in fees to the wage inflation rate and for the past 9 years fee increases have been limited to 3%, which has often been lower than the increases imposed by many of our competitor schools. This year, in the light of the financial challenges affecting many of our parents, the decision was taken to freeze fees at their previous level for the 2020-21 academic year.

Health and Safety is always a significant area for risk management. The risks range from fire and infrastructure to personal risks (most notably when away from the campus on trips and expeditions). Hurst is committed to the health, safety and welfare of all of its pupils and employees, and we review our policies and procedures on a frequent basis. The level and breadth of activity at the College is impressive and the risks associated with all activities are minimised by thorough careful planning and risk assessment. During the year a number of additional measures have been taken to enhance our Health and

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Safety procedures and management, including major improvements to our fire protection systems, as we strive to achieve best-practice on all Health and Safety matters across the College.

Otherwise, the principal risks to which the College is exposed include those affecting protection of pupils and security and preservation of charitable assets both now and in the future. Significant risk areas include:

- all organisations face challenging economic conditions, and the College and its parental body are not immune from the financial challenges and uncertainties caused by Brexit (see below);
- the market in which the College operates is highly competitive and in order to maintain demand for our services we monitor developments in education to ensure that pupils always receive a first class, holistic and varied educational experience in our school;
- we strive to ensure that all staff are able to work in a safe and supportive environment and policies, procedures and training in Human Resource management and Health and Safety help to ensure that the school meets expectations;
- the College operates in a highly regulated sector, especially in matters of safeguarding and child protection, and we appoint appropriate staff and professional advisers and utilise the information and support available to us as members of various constituent associations of the Independent Schools Council to ensure that we are up to date with all current requirements; and
- the College operates in an increasingly litigious environment and we appoint appropriate professional advisers and purchase insurance using specialist brokers and advisers to ensure that we can keep up to date with all requirements and meet all challenges.

Finally, and not least, the independent school sector as a whole is subject to various financial and political pressures and uncertainties and the College is not immune from these. These include threats to our independent and charitable status; threats which could have a material impact on costs and income, such as the possible imposition of VAT on school fees and the removal of charitable business rate relief; and general cost pressures, including the recent substantial increase in employer contributions to the Teachers' Pension Scheme. In the light of these uncertainties the Directors and senior managers in the College strive to keep abreast of issues, identify trends, develop plans to mitigate financial risks, and contain costs wherever possible.

Statement on Brexit

Following the outcome of the UK referendum on European Union membership, the UK left the European Union on 31st January 2020. In preparation for this date, and in anticipation of the transition period, the school reviewed operations to understand and plan for the initial impact from Brexit. Guidance was also available from a number of sources including the Independent Schools Bursars Association. At this stage it is not possible to implement comprehensive policies for all possible changes as the future trade, visa and travel agreements are not yet in place. The College will continue to work with relevant authorities, staff, parents and suppliers to fully understand the impact in all areas including particularly visa requirements, the supply chain and data handling and protection, in order to minimise risk and potential disruption.

How the Board Complies with its Section 172 Duty

Section 172 (1) of the Companies Act 2006 (Statement of Director's Duties to Stakeholders) requires directors to act in good faith to promote the success of the charity for the benefit of its members, and in doing so have regard (amongst other matters) to:

- the likely consequences of any decision in the long term;
- the interests of the charitable company's employees;
- the need to foster the charitable company's business relationships with suppliers, customers and others;
- the impact of the charitable company's operations on the community and the environment;
- the desirability of the charitable company maintaining a reputation for high standards of business conduct; and
- the need to act fairly as between members of the charitable company.

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The Directors welcome the new reporting requirement as an opportunity to explain how dialogue with stakeholders has informed and helped to shape its decisions in promoting the success of the Schools to achieve its charitable purposes.

As set out on page 3 within 'Group Structure and Relationships' the College has developed links with a wide range of organisations to ensure the widest possible access to facilities and education. Through membership of HMC, IAPS, AGBIS and ISBA and through networking with peer groups we ensure that we are able to attain the highest standards of quality and performance.

Details of how the College has engaged with employees and had regard to employee interests can be found within the employment policy on page 6, and details of volunteer engagement can be found on page 2.

The Directors can demonstrate the promotion and success of the charity for the benefit of the stakeholders through the review of achievements and performance for the year, included within this Strategic Report and, for example, the College continued to provide access to high quality academic education and to pastoral and social support throughout the period of the school closure during the summer term. The College also plays an important role in providing activities for local community groups and access to its facilities.

The Directors are responsible for strategic planning and policymaking at the College and, accordingly, all key decisions, the current performance and future longer-term plans of the Charity and stakeholders are referred to and taken by the governing body. The organisational management and corporate governance arrangements of the College are detailed on page 3.

As set out in the Strategic report, our culture, and our staff, volunteer and pupil welfare and wellbeing throughout the COVID-19 period have been fundamental to the College's continued success. Further information can be found in our Strategic Report and the detailed review of achievements and performance for the year.

Energy and Carbon Reporting

The company has taken advantage of the exemption to comply with the Energy and Carbon Report Regulations 2018 as a subsidiary of the Woodard Corporation Limited.

Key Controls

The key controls used by the College include:

- formal agendas and minutes for all meetings of the governing body and committees
- terms of reference for all committees
- active review of risk issues at all committee meetings
- comprehensive strategic planning, financial forecasting, budgeting and management accounting
- established and identifiable organisational structures and reporting lines
- comprehensive formal written policies
- clear authorisation limits
- safeguarding procedures as required by law and which reflect best practice, including a comprehensive in-house training programme for staff and governors, for the protection of all our pupils; and
- ensuring that all personnel have a fundamental understanding of the need to make the College and its activities a safe environment for pupils, staff and visitors.

To this end, the College has had a qualified, full-time Health and Safety Manager in post since 2010 and engages external consultants to undertake an annual audit of Health and Safety procedures. In addition, it also has had a Director of Safeguarding who is responsible for all child protection matters at the College – including providing pupil support, liaison with the statutory authorities, and staff and governor training – since 2016, while a Director of Wellbeing was appointed in 2017.

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Financial Risk Management

The Company uses financial instruments other than derivatives (comprising loans, cash and other liquid resources), as well as various other items such as trade debtors, creditors and asset finance arrangements that arise directly from operations. The main purpose of these financial instruments is to provide working capital to finance the group's operations.

The principal issues arising from the group's financial instruments are liquidity risk and interest rate risk. The Directors adopt policies for managing each of the risks as summarised below:

- Liquidity risk – the College seeks to manage financial risk by ensuring sufficient liquidity is available to meet foreseeable needs through negotiating adequate facilities from its bankers and by limiting the funds accepted as advanced fee payments (which are repayable on demand)
- Interest rate risk – the College finances operations through a mixture of retained surpluses and bank loans. Loan borrowings are limited according to a formula set by the Finance Committee, to ensure that borrowings are readily serviceable and interest on floating rate facilities is covered with an adequate margin of safety.

GOING CONCERN

The governing body has reviewed the impact of the global pandemic on College operations and finances.

In the summer term of 2019-20 the financial impact was mitigated by curtailing all non-essential expenditure and through use of the support provided by the Government under the Coronavirus Job Retention Scheme. The governing body recognise that the financial implications in 2019-20 brought about as a result of the pandemic will continue into 2020-21 and, possibly, beyond, and continues to review and rework plans for the coming year, to ensure that the financial impact on the College remains mitigated in the most appropriate way.

Having considered all the factors and reviewing the available evidence, the Directors have a reasonable expectation that the group will be able to continue operating for the foreseeable future and the financial statements have been prepared on a going concern basis.

FUTURE PLANS

Strategic Objectives

The Board's strategic development plan is reviewed on an annual basis and was approved in September 2020.

The College's over-arching objectives are:

- To maintain pupil numbers at the present level for both financial as well as educational reasons;
- To raise academic standards and create a successful and vibrant academic environment throughout the College and to foster academic entrepreneurship at every level;
- To recruit high quality pupils to the College;
- To strengthen the boarding ethos and maintain the number of boarders at the College by increasing the number and standard of extra-curricular activities and improving the boarding provision;
- To further develop key facilities across the Campus;
- To widen public access to the College and its resources; and
- To provide appropriate support to The Woodard Corporation in pursuit of its charitable objectives.

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Objectives for 2020/21

During 2020/21, the College's principle challenge is to operate normally notwithstanding the difficulties likely to be imposed by the continuing coronavirus pandemic. As such it aims:

- To obtain academic results similar to those achieved last year;
- To maintain every aspect of the College's usual offering, including co-curricular activities;
- To avoid the closure of the campus by putting in place robust arrangements to deal with COVID, including for example the revised catering facilities and the wearing of face masks;
- To maintain staff and pupil wellbeing; and
- To complete arrangements for the creation of a Multi Academy Trust to serve maintained schools in the locality; as well as continuing work to
- Develop and enhance the Chapel experience and the role of the Chaplaincy at the College; and
- Establish a graduate apprenticeship programme for new teachers.

AUDITOR

RSM UK LLP, having expressed their willingness to continue in office, will be deemed reappointed for the next financial year in accordance with section 487(2) of the Companies Act 2006 unless the company receives notice under section 488(1) of the Companies Act 2006.

Approved by the Board of Directors of Hurstpierpoint College Limited on 26 November 2020 (including, in their capacity as company directors, approving the Directors' and Strategic Reports contained therein) and signed on its behalf by:

A Jarvis

A Jarvis
Chairman